

Appendix A – API and AYP Subgroup Data

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2013 Growth API Performance			
Group	Statewide Performance for Grades 9-11	High Tech High Chula Vista	High North County
Overall	757	770	790
Black or African American	666	793	845
Asian	876	772	833
Filipino	833	850	802
Hispanic or Latino	709	758	768
White	819	780	785
Two or More Races	808	NA	NA
Socioeconomically Disadvantaged	707	752	767
English Learners	651	706	682
Students with Disabilities	532	596	663
Group	Statewide Performance for Grades 9-11	High Tech High Chula Vista	High Tech High North County
Overall	751	763	792
Black or African American	660	728	NA
Asian	875	NA	907
Filipino	834	839	788
Hispanic or Latino	700	753	735
White	816	780	816
Two or More Races	803	785	737
Socioeconomically Disadvantaged	695	733	736
English Learners	649	716	620
Students with Disabilities	515	643	662

2013 Growth API Performance			
Group	Statewide Performance for Grades 7-8	High Tech Middle Chula Vista	High Tech Middle North County
Overall	800	782	838
Black or African American	713	795	852
Asian	927	NA	821
Filipino	883	856	891
Hispanic or Latino	751	764	795
White	866	850	864
Two or More Races	855	NA	NA
Socioeconomically Disadvantaged	749	764	792
English Learners	700	769	694
Students with Disabilities	611	663	639
Group	Statewide Performance for grades 7-8	High Tech Middle Chula Vista	High Tech Middle North County
Overall	792	779	836
Black or African American	706	637	NA
Asian	925	NA	898
Filipino	884	895	NA
Hispanic or Latino	740	758	795
White	862	850	847
Two or More Races	856	866	871
Socioeconomically Disadvantaged	736	771	818
English Learners	692	726	741
Students with Disabilities	584	579	651

High Tech High Statewide Benefit Charter Appendices

2013 Growth API Performance			
Group	Statewide Performance for grades 2-6	High Tech Elementary Chula Vista	High Tech Elementary North County
Overall	811	746	NA
Black or African American	739	731	NA
Asian	920	863	NA
Filipino	889	839	NA
Hispanic or Latino	766	721	NA
White	874	777	NA
Two or More Races	866	NA	NA
Socioeconomically Disadvantaged	763	729	NA
English Learners	758	668	NA
Students with Disabilities	669	568	NA
2012 Growth API Performance			
Group	Statewide Performance for grades 2-6	High Tech Elementary Chula Vista	High Tech Elementary North County
Overall	815	778	NA
Black or African American	745	756	NA
Asian	922	NA	NA
Filipino	893	923	NA
Hispanic or Latino	770	756	NA
White	879	794	NA
Two or More Races	878	NA	NA
Socioeconomically Disadvantaged	767	738	NA
English Learners	764	722	NA
Students with Disabilities	671	575	NA

High Tech High Statewide Benefit Charter Appendices

	2011 Growth API	2012 Growth API	2013 Growth API
High Tech High North County	800	792	790
San Marcos High School	859	859	858
Mission Hills High School	834	840	848
High Tech High Chula Vista	751	763	770
Hilltop High School	783	807	794
Chula Vista High School	758	749	748
High Tech Middle North County	842	836	838
Woodland Park Middle School	872	879	888
San Marcos Middle School	803	808	818
High Tech Middle Chula Vista	NA	800	782
Hilltop Middle School	820	824	814
Bonita Vista Middle School	823	869	860
High Tech Elementary North County	NA	NA	NA
Twin Oaks Elementary	890	882	888
Alvin Dunn Elementary	787	784	737
High Tech Elementary Chula Vista	NA	778	746
Valle Lindo Elementary	837	846	844
Halecrest Elementary	894	912	900

High Tech High Statewide Benefit Charter Appendices

Historical Adequate Yearly Progress (AYP) results \$

	2011	2012	2013	2014	2015
High Tech High North County	Yes	No	No	No	Yes
San Marcos High School	Yes	No	No	No	Yes
Mission Hills High School	No	No	No	No	Yes
High Tech High Chula Vista	No	Yes	Yes	No	Yes
Hilltop High School	No	No	No	No	Yes
Chula Vista High School	No	No	No	No	Yes
High Tech Middle North County	No	No	No	NA	Yes
Woodland Park Middle School	No	No	No	NA	Yes
San Marcos Middle School	No	No	No	NA	Yes
High Tech Middle Chula Vista	NA	No	No	NA	Yes
Hilltop Middle School	No	No	No	NA	No
Bonita Vista Middle School	No	Yes	No	NA	Yes
High Tech Elementary North County	NA	NA	NA	NA	Yes
Twin Oaks Elementary School	No	Yes	No	NA	Yes
Alvin Dunn Elementary	No	No	No	NA	Yes
High Tech Elementary Chula Vista	NA	No	No	NA	Yes
Valle Lindo School	Yes	No	No	NA	Yes
Halecrest Elementary	No	Yes	No	NA	Yes

Appendix B – HTH Plan for English Learners



Plan for English Learners High Tech High

Overview

High Tech High began in 2000 as a single charter high school launched by a coalition of San Diego business leaders and educators. It has evolved into an integrated network of schools spanning grades k-12, housing a comprehensive teacher certification program and a graduate school of education.

At each HTH school, goals include:

- Serve a student body that mirrors the ethnic and socioeconomic diversity of the local community.
- Integrate technical and academic education to prepare students for post-secondary education in both high tech and liberal arts fields.
- Increase the number of educationally disadvantaged students in math and engineering who succeed in high school and post-secondary education.
- Graduate students who will be thoughtful, engaged citizens.

High Tech High has been a partner in the national deeper learning movement. The aim of the deeper learning movement is for all students, including English Learners, to graduate ready for success in college, career, and civic life. As defined by the Hewlett Foundation, the deeper learning outcomes are:

- mastering core academic content
- thinking critically
- collaborating well
- communicating effectively
- directing their own learning
- possessing academic mindsets

HTH aims to ensure educational equity for English Learners, which means that each child receives what he or she needs to develop his or her full academic and social potential¹. In order to effectively educate ELs, HTH strives to create an educational program that does three things for EL students:

- promote the students' sociocultural integration
- cultivate their language proficiency
- holistically support their academic achievement²

HTH will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, English Learner and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. HTH will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents. Our goal for our English Learner program is to create college ready students who are proficient in English and to capitalize on students' multilingual and

¹ [National Equity Project](#)

² Scanlan, M., & Zisselsberger, M. (2015). The Formation of Communities of Practice in a Network of Schools Serving Culturally and Linguistically Diverse Students. *Journal of Education for Students Placed at Risk (JESPAR)*, 20(1-2), 58-78.

multicultural proficiencies.

IDENTIFYING ENGLISH LEARNERS

Home Language Survey

The School will administer the home language survey upon a student's initial enrollment into the School if this is the student's first time in a California public school. Students in the country less than twelve months will be given the state's Designated Primary Language Test (currently Interim Standards-Based Tests in Spanish or student's first language) to determine the student's academic proficiency when tested in his/her home language.

Transcripts & Cumulative Folders

All students transferring will be given the appropriate assessment unless the student's results from a previous school are included in the cumulative record. After receiving the cumulative records, the District Test Coordinator will review the information in PowerSchool and CALPADs for accuracy.

CELDT Testing

All students who indicate that their home language is other than English will be given the California English Language Development Test ("CELDT")³ and tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

HTH will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

As soon as the CELDT data is received from the state, it will be imported into HTH's student information system (currently Powerschool). CELDT classification will be noted in PowerTeacher. Periodic academic reports will include the ELD status of students.

Parental Notification of Initial Assessment Results and Program Placement

All Parents of EL students who are administered the annual CELDT must receive official notification within 30 calendar days, informing them of their child's:

- Annual English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement
- Progress expectations for the student's program option
- Reclassification, or program exit criteria
- Instructional program for ELs with a disability (with an Individualized Education Program [IEP]) and how such program will meet the objectives of the IEP

Parents of ELs and IFEP students are informed of the above information via the school's Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria. Parents are advised to contact the school if they should need additional information.

³ The thirty day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

Annual Language Classification/Status

Parents of ELs will be notified each year of their child’s current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

CELDT Program Calendar		
Month	Date	Summary of Activities
July	1st - 31st	Ordering CELDT Test Materials based on current and new student registration
August	1st - 31st	Identify and train CELDT Site Test Coordinators
September	25	Identify and test initially classified CELDT students within 30 days of the first day of school
October	31st	Identify and test Annual Assessment CELDT students by the end of October
November	15th	Locally score the CELDT test and provide necessary academic supports to students
January	15th	Receive official test results. Reclassify students based on criteria. Notify parents.
February	20th	Update official English Language Learner students in CALPADS by the Fall 1 certification deadline.

Other activities:

- Provide ongoing monitoring and academic support
- Provide test accommodations on the CAHSEE and Smarter Balanced test, when necessary
- Bi-weekly academic reports of EL/RFEP student progress sent by email to teachers, EL coordinators, and school directors

SERVICES FOR EL STUDENTS

INCLUSION

HTH practices a full inclusion model for all students, including ELs. California Education Code Section 305 requires that, except by parental waiver, all children be placed in English language classrooms. As noted in the U.S. Department of Education “[Dear Colleague letter](#)” from January 2015, “EL programs may not unjustifiably segregate students on the basis of national origin or EL status” (p. 22).

EMBEDDED PEDAGOGICAL SUPPORTS

At High Tech High (HTH), teachers engage all students in deeper learning through a project-based curriculum. Embedded within this project-based learning (PBL) approach are many pedagogical practices which are informed by and aligned with theories of English language acquisition. Some of the following theories inform our work:

- Merrill Swain’s work⁴ highlights the importance of *meaningful output*. According to Swain, meaningful output is central to language acquisition because it provides learners with opportunities to work with developing language in contextualized, meaningful situations. In our project-based setting, ELs have rich context and authentic purposes for

⁴ Swain, M. (1985) Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 235-53). Rowley, MA: Newbury House.

their interactions. They regularly engage in group tasks which allow them to negotiate meaning and produce meaningful output in English. In short, our students are constantly engaged in conversations with peers and teachers that foster meaningful output.

- Researcher Jim Cummins⁵ underscores the importance of *embedding academic language in context*, making academically demanding content easier for English learners (ELs) to understand. Through the hands-on learning that happens in all HTH schools, academic content is regularly embedded in rich context. Students frequently engage in hands-on learning, with materials, tools, and manipulatives that give ELs context for their academic learning.
- Stephen Krashen⁶ asserted that learners have an *affective filter* that influences how much learning can take place. Students who have high learner anxiety, low self-confidence, and low motivation are said to have high affective filters that can prevent them from learning. English learners are especially prone to having a high affective filter. At HTH, our small class size, the design principle of personalization, as well as our focus on social-emotional learning, creates a school culture in which our ELs can experience a lower affective filter, making the learning more accessible to them. In addition, the high motivation that results from engaging in PBL also reduces this filter for ELs.
- Krashen also hypothesized that English learning requires *comprehensible input* – meaningful input based on real communication that is immediately comprehensible to the language learner. His theory is represented by the formula $i + 1$, with the “i” representing the input and “+1” representing the next level where language is advanced just enough so that the learner is challenged but able to learn. Embedded within our classrooms are ample opportunities for students to receive comprehensible input. English learners are strategically grouped with peers who can provide this $i + 1$ input. In addition, teachers differentiate reading selections to be comprehensible to English learners. Because our teachers most often use web resources and authentic texts (rather than textbooks), they can select the appropriate texts for emerging readers. Programs such as Newsela, Simple English Wikipedia, and other student-friendly resources are often used to support this differentiation.

ADDITIONAL SUPPORT FOR ELs

In addition to the pedagogical practices that support English Learners in the classroom, we also provide additional, personalized support where necessary. Each school employs “academic coaches” who provide extra support to special-needs students (including English Learners) within the classroom. Our inclusion specialists, in conjunction with classroom teachers, oversee the work of the academic coaches and the progress of our ELs.

Because of recent work at HTH on how to best support ELs, we have identified a number of new positions for the next school year (15-16). We are in the process of identifying a school level EL coordinator for every school. We have created a new position for 2015-2016, a village level EL coordinator. This person will play a coordination role across each village (North County, Point

⁵ Cummins, J. (1984). *Bilingualism and special education: Issues in assessment pedagogy*. San Francisco: College-Hill Press.

⁶ Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.

Loma, and Chula Vista). These faculty members at the site and village level will lead professional development related to English learning, support teachers in employing strategies to support ELs, and track the progress of ELs to make sure they are showing growth.

The California English Language Development Standards focus on three different aspects of supporting English Learners. The first part, *Interacting in Meaningful Ways*, is best reached through student's participation in their content classrooms, i.e. integrated English Language Development. Through successful use of EL instructional strategies, English learners can practice the language through collaboration, interpretation and production of the English Language.

English Learners also need support in how English works. This instruction will take place through daily lessons in English Language Development. The purpose of this instruction, Designated English Language Development, is to develop English language proficiency as rapidly and effectively as possible. Teachers will be guided by the California English Language Development Standards in planning their lessons.

Finally, English Learners need to develop foundational literacy skills, particularly in grades K-5.

HTH schools have always offered specific, structured, targeted support for students who are not doing well. As a result of creating this plan, we are developing a more consistent approach to targeting instruction for English Learners who are not succeeding in classes due to language acquisition issues. This targeted instruction may take place in the form of x block (club period), before school, after school, or via push-in supports.

INTEGRATED ENGLISH LANGUAGE DEVELOPMENT

HTH will provide EL students full access to the curriculum so that they understand content being taught. Research-based strategies⁷⁸ to provide full access include:

- **Realia:** real objects and materials
- **Manipulatives:** drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, story maps
- **Visuals:** study-prints, text book illustrations, overheads-projected prints, reproductions of paintings and documents, and documents
- **Graphic organizers:** matrices, Venn diagrams and webs
- **Planned opportunities for interaction between all individuals in the classrooms:** creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience
- **Embedded language instruction while students are learning content**
- **Opportunities for learning that are meaningful and relevant**
- **Explicit instruction of key vocabulary and cognates**
- **The use of Word Walls and anchor charts in every classroom**
- **Scaffolding text, such as anticipatory pre-reading of text**

⁷ Rubinstein-Avila, E. (2006). *Connecting with Latino learners. Educational Leadership, 63(5), 38-43.*

⁸ HTH teachers are encouraged to look at Expeditionary Learning's "Guide to supporting English Language Learners." Although focused on K-8, there are many practices useful across the K-12 continuum.

- Daily use of leveled reading material during Reading Workshop
- Accountable Talk framework teachers explicitly model the type of language students are expected to use, providing appropriate supports for ELs, such as sentence starters, word banks and leveled questions.
- Primary language support as needed.

The Common Core Standards raise the expectations for all students and will require a higher level of expertise and support for our English learners. HTH will use integrated the English Language Development Standards in tandem with the Common Core Standards and Next Generation Science Standards. Overall, the School will use these research-based instructional strategies to support English learners in the content areas:

Common Core English Language Arts

Specific strategies will be used to support English Learners as they tackle the CCSS in Language Arts⁹ and the English Language Development Standards. The School will provide instruction in units of study to assist students in building vocabulary. Different sources on one topic help build context and accelerate vocabulary acquisition. To support writing, students will be exposed to different types of writing, assignments will be meaningful to the student and assessment will focus on content and not only mechanics. Speaking and listening for English learners will require instructional strategies such as academic discourse, Think-Pair-Share and extensive collaboration. Finally, the School will leverage technology by providing differentiated on-line books.

Common Core Mathematics

During mathematics instruction, the overall focus will be on the mathematical thinking and not the accuracy in language. This oral discourse is key for ELs as noted in the ELA/ELD Framework. *Just as teachers focus on meaningful and engaging activities designed to build content knowledge before strategically delving into specific about the language of this content, the CA ELD Standards are organized with the focus on meaning and interaction first and the focus on knowledge about the English language and how it works afterward.* (p.80, Chapter 2, California Draft ELA/ELD Framework). This meaning making will take place during Number Talks and Student Led Solutions. The Mathematical vocabulary will be taught within the context and not in isolation. Finally, the software used in our blended learning program allows students to manipulate models and hear feedback orally in a differentiated way.

Next Generation Science Standards

In science integrated instruction will involve support through extensive models and diagrams. This strategy will allow learners to describe functions and relationships before acquiring the technical vocabulary. Additionally, English Learners will have extensive academic discourse to build their

⁹ Language Demands and Opportunities in Relation to Next Generation Science Standards for ELLs: Helen Quinn, Okhee Lee, and Guadalupe Valdes;
Mathematics, the Common Core, and Language: Judit Moschkovich;
Realizing Opportunities for ELLs in the Common Core English Language Arts and Disciplinary Literacy Standards: George Bunch Amanda Kibler, and Susan Pimentel (the articles can be found here:
<http://ell.stanford.edu/papers/practice>)

ability to reason orally before moving onto written. As ELs progress along the ELD continuum, teachers can adjust the level of support they provide students in the academic vocabulary of science. Finally, examples of journal, reports and other written assignments along with opportunities to revise language will support learners as they master the Next Generation Science Standards.

Social Studies

Although the California Social Science Standards have not been changed, the School will build the competence of students in ELD and content in anticipation of a rigorous set of expectations aligned with the Common Core State Standards. This preparation includes practice with academic discourse, units of study, extensive use of maps and graphic organizers.

PROFESSIONAL DEVELOPMENT FOR TEACHERS

Teachers receive ongoing professional development on serving English Learners in a number of ways.

1. Teachers earning a preliminary teaching credential through the HTH teacher intern credentialing program (roughly half of new HTH teaches) complete a CCTC approved course entitled "Preparation to Teach English Language Learners." In this course, new teachers learn strategies to help ensure the success of English language learners in an academic environment. They examine the theoretical perspectives of second language acquisition, explore teaching strategies for English language learners, and practice applying such strategies in a project-based learning environment.
2. All teachers in their first two years receive Induction support which includes a module on teaching English Learners.
3. New teachers receive ongoing coaching from an instructional coach trained in teaching English Learners.
4. New teachers arrive three weeks before the start of school for an Odyssey experience aimed at developing their understanding of HTH teaching practices, including practices aimed at supporting ELs.
5. Returning teachers arrive eight days before the start of school every year for on-going professional development including support for meeting the needs of ELs.
6. All teachers participate in morning or afternoon meetings every week throughout the year focused on professional development for improving teaching practices.

STUDENT ACHIEVEMENT GOALS

1. College attendance and completion -- HTH has a goal for all students to graduate college, career, and civic ready, with an immediate emphasis on college readiness, 4-year college attendance, and college completion. Improving the percentage of ELs on all three of these measures is a primary measure of success for ELs at HTH.
2. Reclassifying English learners -- All English Learners who meet established criteria will be reclassified. There will be established follow-up procedures to monitor and support reclassified fluent English proficient students (R-FEPs) as well as assure all ELs show yearly progress towards meeting the criteria to become English proficient. The goals for this are determined by the AMAOs as determined by the state.
3. Academic Achievement – English Learners will show evidence of academic achievement at the same rate or higher as measured by the California Common Core State

Standards Assessment (SBAC).

Long Term English Learners

Long term English learners require more intensive services as they have not yet developed language proficiency to the point of reclassification. In order to meet the needs of these learners, HTH has created a process to make identification of long term English learners easier for teachers. This includes a new tag within our student information system that makes it easier for us to report on progress on LTELs.

Once identified, teachers make significant adjustments in their instruction. These strategies identified as being effective for long term English Learners include:

- Specialized small group instruction or separate classes for long term English learners
- Explicit language and literacy development across the curriculum
- A flexible RtI process that makes sure students are progressing or getting additional supports
- A focus on study skills during Advisory

Newcomers

Students brand new to the country and/or English have unique and personal needs. Research on students new to the country identifies a few important elements for their success¹⁰. The way our schools address those elements is listed below.

1. **Systematic support of students**
All students who enter a school spend their initial day or half day being administered an extensive battery of assessments of language, the CELDT or other appropriate verbal language assessments and content knowledge, HTH's internal assessments in English and in their native when possible and appropriate. Based on the newcomers' results, students are given a combination of a personalized plan, designated supplemental English Language Development and mainstream classes.
2. **Heterogeneous Grouping**
Because our schools are small, newcomers will be mixed in with other students at varying levels of language acquisition. They will be supported by classroom teachers and supplemental staff if appropriate, but the learning of English from peers will be a core part of their program for part of their day.
3. **Coordinated Efforts: Newcomer Programs, Programs for Advanced ELs, and Mainstream Classes.** This coordination and ongoing support is done by the student's advisor, classroom teacher in elementary grades or the school based EL coordinator. The small school allows this coordination to happen automatically so that no student slips between the cracks in a small school.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

¹⁰ *Research-based Recommendations for Serving Adolescent Newcomers*, Center on Instruction, 2006.

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

After receiving the CELDT results each year, the District Test Coordinator will send a list of possible students for redesignation based on these criteria.

A parent, student or school may request that the School review a student for redesignation before the criteria is met. A team of the director, a teacher and the parent will review the request. This can only be done if a student scores intermediate or higher on the CELDT and can prove mastery of the Common Core Standards at "basic" level or above.

After a student has been redesignated to R-FEP, student achievement is reviewed by the Response to Intervention team every six to eight weeks. Formal assessments happen each year with a review of the student achievement of R-FEP students. If students do not move ahead in their academic progress as measured by internal and external measures, they will receive additional intervention services from the Intervention Teacher.

Reclassifying English Learners with Disabilities

The IEP team should be consulted when reclassifying an EL with disabilities. IEP teams should verify that in addition to meeting the criteria for reclassification, students with ELD goals in their IEPs have mastered those goals before the students are reclassified.

Procedure for determining when a bilingual IEP assessment is appropriate

When a bilingual evaluation may be necessary, Special Education staff should review the process found in the following [document](#), "Determining Need for Bilingual Evaluation."

Specialized Services for English Learners with Disabilities

ELs with disabilities will receive ELD in the mainstream classroom with students of like age/grade and language proficiency whenever possible. For ELs with IEPs, the opportunity to have access to non-disabled peers is essential to their growth and development.

The requirements for instructional time and grouping previously described apply to ELs with disabilities. The IEP team will decide placement of ELs with special needs based on individual student needs. At the IEP meeting, the team will discuss the instructional components that have been identified to meet the student's individual needs and monitor the student's progress in ELD.

In order to determine whether a student is making adequate progress in ELD, the IEP team will identify assessments used by the classroom teacher and others appropriate for the student's disability. If the student is not making adequate ELD progress, the IEP team will determine a

present level of performance that identifies areas of strength, needs, and impact of disability for each domain, and identifies appropriate accommodations and modifications if applicable. The IEP team will also consider whether the student requires ELD interventions or other programmatic supports. If the team determines that the student is not making adequate progress in ELD due to the impact of disability, accommodations, modifications, or interventions have not provided the student with sufficient support to make adequate progress, the team will consider whether the student should receive more intensive English Language Development via individualized and small group research based interventions.

When IEP teams determine that students should receive ELD through special education, the IEP team will develop language development goals for the student. IEP teams will determine a present level of performance that identifies areas of strength, needs, and impact of disability. IEP teams will develop appropriate goals based on the needs identified in the present level of performance appropriate for the student, and identify appropriate accommodations and modifications if applicable, and any ELD interventions as appropriate. In order to determine whether a student who receives ELD in a special education classroom setting is making adequate progress in ELD, the IEP team will use appropriate assessments as noted in the IEP, as well as classroom assessments and the student's progress toward meeting their IEP language development goals.

PROGRAM EVALUATION

A mixture of data informed instruction, systems thinking, and continuous improvement, improvement science is a promising practice for achieving quality outcomes at scale. High Tech High has begun implementing these practices throughout the organization to take on challenging, persistent problems of practice. Projects thus far have focused on topics such as the college application process, work completion, and equitable participation during collaborative group work.

Improvement research draws upon several tools for facilitating this ongoing improvement by people in the system including the driver diagram and the Plan-Do-Study-Act cycle (PDSA).

Driver Diagrams:

Driver diagrams are designed to help improvement scientists think clearly and systematically about their assumptions and theory of action as they attempt to develop changes that will lead to improvement. Practitioners often have hunches about what is contributing to the problem and about the efficacy of particular interventions. The driver diagram pushes practitioners to steer away from silver bullet solutions, to stay focused on a systems approach and to design interventions that support their ultimate goal.

PDSA Cycles:

The PDSA cycle is a tool for systematically testing iterations towards improvement. In the PDSA cycle, teams (a) create a plan, which includes making specific predictions about what will happen as a result of a change; (b) implement the change in a small scale manner; (c) study the results of the change, including whether the predictions came true or not; and (d) act to refine the change or develop a new one altogether. PDSAs encourage rapid testing and the development of protocols and practices that can be implemented and adapted across diverse contexts.

High Tech High has just launched an improvement project focused on literacy with a particular focus on EL students. The organization wide EL coordinator will have the responsibility to lead and monitor this project. Next steps include development of an organization wide driver diagram (theory of action), implementation of a data sharing plan, and organization of the school level EL coordinators to implement change ideas and constant monitoring of effectiveness of these ideas.

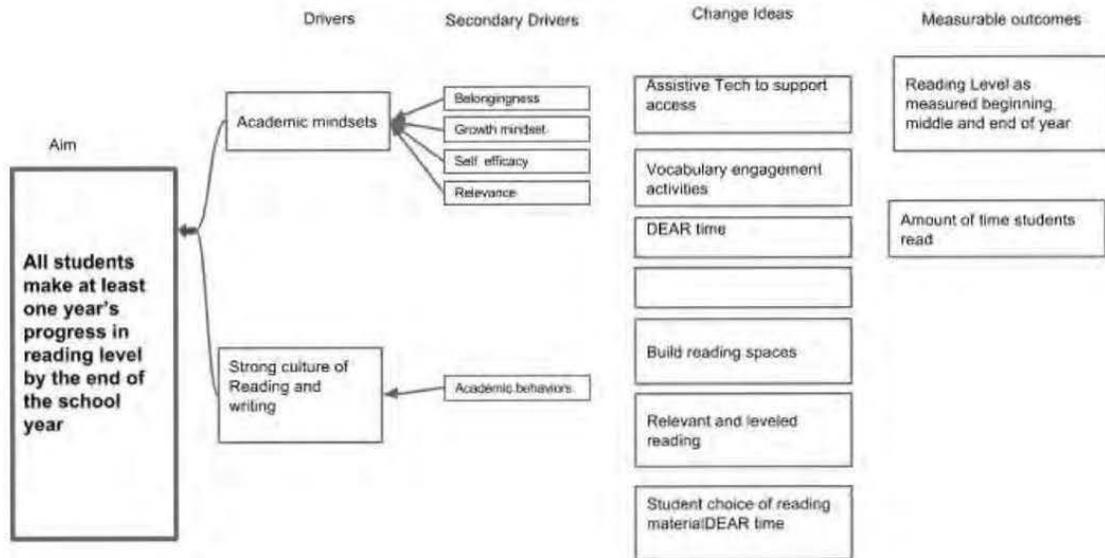
While the project has just begun, it will include monitoring data such as:

- CELDT scores for all ELs
- Progression of Long Term ELs
- ELs earning a C or below in core academic classes

A draft of the literacy driver diagram is available in the Appendix.

Appendix -- Draft driver diagram

HTM Literacy Project



Appendix C – DM SELPA Local Plan Approved 09-29-14

Desert/Mountain SELPA

Special Education Local Plan

April 2014

Gary S. Thomas, Ed.D, County Superintendent
Ronald J. Powell, Ph.D, Administrator
17800 Highway 18 · Apple Valley · CA 92307

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CHAPTER I
CERTIFICATION OF PARTICIPATION, COMPATIBILITY
AND COMPLIANCE ASSURANCES

California Department of Education
(Revised 10/08)

Special Education Division

**CERTIFICATION OF PARTICIPATION, COMPATIBILITY,
AND COMPLIANCE ASSURANCES**

SED-LP-1

1. Check one, as applicable: Single District Multiple District District/County

CDS Code / SELPA Code 36--	SELPA Name Desert/Mountain SELPA	Application Date April 11, 2014
SELPA Address 17800 Highway 18.	SELPA City Apple Valley	SELPA Zip 92307
2. Name SELPA Administrator (Print) Ronald J. Powell, Ph.D.		SELPA Administrator's Telephone Number (760) 242-6333

3. CERTIFICATION BY AGENCY DESIGNATED AS ADMINISTRATIVE AND FISCAL AGENCY FOR THIS PROGRAM (Responsible Local Agency (RLA) or Administrative Unit (AU))

RLA/AU Name San Bernardino County Superintendent of Schools	Name/Title of RLA Superintendent Gary S. Thomas, Ed.D.	Telephone Number (909) 386-2406
RLA/AU Street Address 601 North E Street	RLA/AU City San Bernardino	RLA/AU Zip 92415
Date of Governing Board Approval April 11, 2014		

3. CERTIFICATION OF ASSURANCES

I certify that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et.seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 USC 705 (20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code (EC)*, Part 30 and Chapter 3, Division 1 of Title V of the California *Code of Regulations*.

Signature of RLA Superintendent _____ Date _____

4. CERTIFICATION OF COMPATIBILITY BY THE COUNTY SUPERINTENDENT OF SCHOOLS

Pursuant to *Education Code* Section 56140, this plan ensures that all individuals with exceptional needs residing within the county, including those enrolled in alternative education programs, including but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by school districts, community schools operated by the county office of education, and juvenile court schools, will have access to appropriate special education programs and related services.

County Office Name San Bernardino County Superintendent of Schools	Name of County Superintendent or Authorized Representative Gary S. Thomas, Ed.D.	Title County Superintendent
Street Address 601 North E Street	Signature of County Superintendent or Authorized Representative	Date
City San Bernardino	Zip 92415	Telephone Number (909) 386-2406

5. CERTIFICATION OF COMMUNITY ADVISORY COMMITTEE

(See attached)

FOR DEPARTMENT OF EDUCATION USE ONLY

Recommended for Approval by the Superintendent of Public Instruction:
Date: _____ By: _____ Date of Approval: _____

SED-LP-2

COMMUNITY ADVISORY COMMITTEE (CAC) CERTIFICATION		
CAC signature and verification:	YES	NO
I certify :		
1. that the Community Advisory Committee (CAC) has advised the policy and administrative agency during the development of the local plan pursuant to <i>Education Code (EC) Section 56194</i> ;		
2. that to ensure adequate and effective participation and communication pursuant to <i>EC 56195.9</i> , parent members of the CAC, or parents selected by the CAC, participated in the development and update of the plan for special education;		
3. that the plan has been reviewed by the CAC and that the committee had at least 30 days to conduct this review prior to submission of the plan to the Superintendent pursuant to <i>EC 56205 (b)(6)</i> ;		
4. that the CAC has reviewed any revisions made to the local plan as a result of recommendations or requirements from the California Department of Education.		
Signature of CAC Chairperson	Date	
Name of Chairperson (print)	Telephone Number	

If you checked [✓] NO for any of the above certifications, you may submit specific information, in writing, as to why you did not certify that the SELPA met the requirement. (Attach separate sheet, if necessary.) The Department will take this into consideration in its review of this local plan application.

CHAPTER II
ASSURANCE STATEMENT

Desert/Mountain Special Education Local Plan Area

RONALD J. POWELL, Ph.D., SELPA Administrator

SPECIAL EDUCATION LOCAL PLAN AREA LOCAL EDUCATION AGENCY(LEA) ASSURANCE STATEMENT

1. FREE APPROPRIATE PUBLIC EDUCATION (20 USC § 1412 (a)(1))

It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

2. FULL EDUCATIONAL OPPORTUNITY (20 USC § 1412 (a)(2))

It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

3. CHILD FIND (20 USC § 1412 (a)(3))

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) (20 USC § 1412 (a)(4))

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from

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his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. LEAST RESTRICTIVE ENVIRONMENT (20 USC § 1412 (a)(5))

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

6. PROCEDURAL SAFEGUARDS (20 USC § 1412 (a)(6))

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

7. EVALUATION (20 USC § 1412 (a)(7))

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. CONFIDENTIALITY (20 USC § 1412 (a)(8))

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

9. PART C, TRANSITION (20 USC § 1412 (a)(9))

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and

family.

10. PRIVATE SCHOOLS (20 USC § 1412 (a)(10))

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11. LOCAL COMPLIANCE ASSURANCES (20 USC § 1412 (a)(11))

It shall be the policy of this LEA that the Local Plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

12. INTERAGENCY (20 USC § 1412 (a)(12))

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

13. GOVERNANCE (20 USC § 1412 (a)(13))

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

14. PERSONNEL QUALIFICATIONS (20 USC § 1412 (a)(14))

It shall be the policy of this LEA to ensure that personnel providing special education

related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities.

This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the CDE about staff qualifications.

15. PERFORMANCE GOALS & INDICATORS (20 USC § 1412 (a)(15))

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

16. PARTICIPATION IN ASSESSMENTS (20 USC § 1412 (a)(16))

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17. SUPPLEMENTATION OF STATE/FEDERAL FUNDS (20 USC § 1412 (a)(17))

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds.

18. MAINTENANCE OF EFFORT (20 USC § 1412 (a)(18))

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

19. PUBLIC PARTICIPATION (20 USC § 1412 (a)(19))

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any

policies and/or regulations needed to comply with Part B of the IDEA.

20. RULE OF CONSTRUCTION (20 USC § 1412 (a)(20))

(Federal requirement for State Education Agency only)

21. STATE ADVISORY PANEL (20 USC § 1412 (a)(21))

(Federal requirement for State Education Agency only)

22. SUSPENSION/EXPULSION (20 USC § 1412 (a)(22))

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

23. ACCESS TO INSTRUCTIONAL MATERIALS (20 USC § 1412 (a)(23))

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

24. OVERIDENTIFICATION AND DISPROPORTIONALITY (20 USC § 1412 (a)(24))

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

25. PROHIBITION ON MANDATORY MEDICINE (20 USC § 1412 (a)(25))

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

26. DISTRIBUTION OF FUNDS (20 USC § 1411(e),(f)(1-3))

(Federal requirement for State Education Agency only)

27. DATA (20 USC § 1418 a-d)

It shall be the policy of this LEA to provide data or information to the California Department of Education that may be required by regulations.

28. READING LITERACY (State Board requirement, 2/99)

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

29. CHARTER SCHOOLS (E.C. 56207.5 (a-c))

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

In accordance with Federal and State laws and regulations, Desert/Mountain SELPA certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et.seq, and implementing regulations under 34 *CFR*, Parts 300 and 303, 29 *USC* 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the California *Code of Regulations*.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the Local Education Agency and the SELPA office.

Adopted this 11th day of April, 2014.

Signed: _____

Gary S.Thomas, Ed.D.

Title: County Superintendent of Schools

CHAPTER III
GOVERNANCE AND ADMINISTRATION

**Description of Governance & Administration of the Plan
E.C. 56205(a)(12)(A) and 56195.1**

A. PURPOSE

The Desert/Mountain Special Education Local Plan Area (Desert/Mountain SELPA) is a service area composed of participating Local Education Agencies (LEAs) and is the governance structure responsible for the implementation of the provisions of the Local Plan. By participating in the Desert/Mountain SELPA, participating LEAs agree to the roles and responsibilities for the provision of special education and related services within the service area as specified in the Local Plan. Pursuant to E.C. § 56026.3 a local educational agency means a school district, a county office of education, a charter school participating as a member of a special education local plan area, or a special education local plan area. Participating LEAs in the Desert/Mountain SELPA include school districts, the Office of the San Bernardino County Superintendent of Schools, LEA Charter Schools (including LEA Charter Schools located outside of the geographic boundaries of the Desert/Mountain SELPA) and the Desert/Mountain SELPA. Participating LEAs join together for the purpose of adopting a plan for providing access to quality educational programs and services appropriate to the needs of each eligible student with a disability enrolled in participating LEAs.

The California Association of Health and Education Linked Professions JPA (CA HELP JPA), through the Governance Council, is the governing body of the Desert/Mountain SELPA. The CA HELP JPA Governance Council may consider changes or amendments to the permanent portion of the Local Plan at any time. The CA HELP JPA Governance Council may adopt amendments to the permanent portion of the Local Plan on an interim basis, which is not to exceed one school year. Amendments approved in this manner shall become permanent upon subsequent approval by the Executive Council of the Desert/Mountain SELPA, and all LEA governing boards. For out-of-geographic LEA Charters, Chief Executive Officer (CEO) may be substituted for Superintendent and noted as the official responsible in the administration of the SELPA Local Plan including all federal and state requirements.

Governance Structure

General Description

Participating LEAs of the Desert/Mountain SELPA have joined in a cooperative effort to provide for the coordinated delivery of programs and services and to assure equal access to such programs and services to eligible persons with disabilities requiring special education within the Desert/Mountain SELPA. The CA HELP JPA Governance Council shall be the governing board of the Desert/Mountain SELPA and shall adopt policies for the Desert/Mountain SELPA and participating LEAs. The policies and procedures adopted by the CA HELP JPA Governance Council under the authority of the adopting LEA board

have the same status and authority as other LEA board policy. In adopting the Local Plan, each LEA agrees to carry out the duties and responsibilities assigned to each agency, or which may be designated at a later date through agreement of the participating LEAs. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

For Charter LEAs that are out-of-geographic boundaries of the Desert/Mountain SELPA catchment area (San Bernardino County), the SELPA governing board shall ensure that these Charter LEAs have full access and opportunity to participate in the coordinated system of services for identified students with disabilities. To ensure that all identified students have access, a Charter LEA with assistance from the SELPA office, may enter into a memorandum of understanding and/or a contractual arrangement with the local SELPA or surrounding SELPAs or other LEAs within close proximity to the Charter LEA, including nonpublic agencies and nonpublic schools, to ensure that students are identified, assessed, receive individualized education program planning, review, and re-evaluation.

The function of the SELPA and participating LEAs is to provide quality educational programs and services appropriate to the needs of each eligible child with a disability who is enrolled within the Desert/Mountain SELPA. The Responsible Local Agency (RLA) Superintendent, LEA Superintendents and CEOs of the LEA Charter Schools are responsible for the management and supervision of all special education program operations within the SELPA. All such programs are to be operated in a manner consistent with the funding provisions of Education Code, IDEA, other applicable laws and the SELPA policies and procedures.

Some Charter LEAs are outside of the geographic boundaries of the Desert/Mountain SELPA. The CEOs of all of the LEA Charter Schools outside of the geographic boundaries are responsible for the management and supervision of all special education program operations. To this end, the SELPA will provide technical assistance in ensuring that the out-of-geographic Charter LEAs have the support necessary to fulfill their legal obligations under Education Code, IDEA, other applicable laws and the SELPA policies and procedures.

This Local Plan is a joint effort of the Office of the San Bernardino County Superintendent of Schools and participating LEAs, including Charter LEAs that are out of geographic SELPA boundaries. Participating LEAs work in cooperation with the Office of the San Bernardino County Superintendent of Schools to ensure that all eligible students with disabilities enrolled in alternative education programs including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools, community schools and juvenile court schools within the Desert/Mountain SELPA will have access to appropriate special education programs and related services. The SELPA will ensure and provide support to the LEAs that are out of

the geographic area to ensure that all eligible students with disabilities enrolled in alternative education programs have access to appropriate special education programs and related services.

The Desert/Mountain SELPA office is designated as the entity responsible for the implementation of the policies and decisions of the CA HELP JPA Governance Council, the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

The Office of the San Bernardino County Superintendent of Schools is presently designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert/Mountain SELPA, and the Governance Council may change the RLA and AU in its discretion and in accordance with California law.

All structural changes within the organization of the SELPA, including changes in governance, are decided through deliberations of the CA HELP JPA Governance Council . All conflicts are ultimately resolved through deliberations of the CA HELP JPA Governance Council. However, most concerns are managed within various committee interactions. SELPA Executive Council is comprised of Superintendents and CEOs of LEAS of the Desert/Mountain SELPA and will make decision for operations, directly andacting through the CA HELP JPA Governance Council. The SELPA Steering Committee examines program issues and staffing needs and advises the CA HELP JPA Governance Council regarding the adoption of the Annual Service Plan. The SELPA Finance Committee examines fiscal issues and advises the CA HELP JPA Governance Council regarding the adoption of the Annual Budget Plan. If necessary, recommendations regarding policies, procedures and the implementation of the Local Plan can be given to the SELPA Administrator for ultimate consideration by the CA HELP JPA Governance Council.

The Desert/Mountain SELPA is governed by the CA HELP JPA Governance Council. The CA HELP JPA Governance Council shall be advised by the Desert/Mountain SELPA Administrator who shall, in turn, be advised by the SELPA Executive Council, SELPA Steering Committee, the SELPA Finance Committee, and the Community Advisory Committee (CAC). The SELPA Administrator is responsible to ensure that all aspects of the approved SELPA Local Plan are implemented according to the approved CDE Local Plan and by the CA HELP JPA Governance Council.

CA HELP JPA Governance Council

The administering agency shall be the CA HELP JPA acting through its Governance Council. The Governance Council shall be comprised of not less than seven (7) representatives. The Governance Council shall be comprised of three (3) representatives from Desert/Mountain Special Education Local Plan Area, two (2) representatives from

Desert/Mountain Charter Special Education Local Plan Area, and two (2) representatives from Desert/Mountain Children's Center (as appointed by the Desert/Mountain Special Local Education Plan Area). A majority of the representatives on the Governance Council shall constitute a quorum. The number of members of the Governance Council, terms of office, and the appointment of other advisory bodies or committees, shall be governed by the Bylaws.

The Governance Council is empowered to establish or to participate in the establishment of a system for determining the responsibility of member agencies for the education of each individual with exceptional needs and to designate an administrative entity to perform such regionalized functions as the receipt and distribution of all SELPA funds and provisions of administrative support, and coordination of the implementation of the Local Plan for the education of children with exceptional needs, and to undertake such ancillary and related programs as determined by the Governance Council. The Governance Council shall determine all policy matters for the CA HELP JPA.

Policies governing the Desert/Mountain SELPA shall be adopted by the CA HELP JPA Governance Council and are included as part of the Local Plan. Input may be received from parents, staff, public and non-public agencies and members of the public at large. Individuals wishing an opportunity to address the CA HELP JPA Governance Council on a particular agenda item or have the Council consider a topic are invited to complete a *Request to Address the CA HELP JPA Governance Council* form.

The CA HELP JPA Governance Council shall review the Desert/Mountain SELPA Local Plan and recommend modifications as necessary. The Desert/Mountain SELPA Administrator, with the SELPA Executive Council and Steering Committee, shall assist the CA HELP JPA Governance Council with these reviews.

The SELPA CA HELP JPA Governance Council may initiate and carry on an activity, or may otherwise act in any manner which is not inconsistent with or preempted by law, and which is not in conflict with the purposes for which the Desert/Mountain Special Education Local Plan Area is established.

The CA HELP JPA Governance Council shall have responsibility for overall management and direction of the Local Plan development, implementation and operation. Council members shall be involved in the budget review and approval process for the Local Plan. The County Superintendent of Schools as the current RLA, and any successors or later RLA, shall have responsibility for employing the number and type of Special Education Local Plan Area staff to meet the program and service requirements necessary for the implementation of the SELPA Local Plan as determined by the CA HELP JPA Governance Council.

Responsibilities of the CA HELP JPA Governance Council

The CA HELP JPA Governance Council, with direction from the LEA governing boards, shall be responsible for the following areas of Local Plan administration and shall act to:

1. Establish operational procedures and make decisions on any matters regarding implementation, administration and operation of special education programs in accordance with the Local Plan.
2. Review and approve all SELPA policies, procedures, standards, and guidelines.
3. Review, approve, and monitor the allocation of special education funds to local education agencies through the Annual Budget Plan process.
4. Review, approve, and monitor all budgets assigned to the SELPA office.
5. Provide leadership to the SELPA regarding the development, revision, implementation and review of the Local Plan.
6. Select and recommend to the Superintendent of the Responsible Local Agency a qualified candidate to be employed as the SELPA Administrator.
7. Evaluate the performance of the Desert/Mountain SELPA Administrator.
8. Determine and provide direction related to the personnel, program and service requirements necessary for the implementation of the Local Plan and allocation of Special Education funds.
9. Meet as often as necessary during the year to implement the business of the Special Education Local Plan Area and to provide the necessary direction and guidance to the SELPA Administrator.
10. Provide direction, consultation and technical assistance to the local education agencies and the Superintendent of the Responsible Local Agency.
11. Provide a consistent forum to develop, review and approve policy recommendations, which are submitted to the Board for consideration.
12. Approve interagency agreements.

13. Designate participants for the SELPA Executive Council, Steering Committee, and Finance Committee.
14. Establish and promote a Community Advisory Committee.
15. Receive recommendations from the CAC, Executive Council, Steering Committee, LEA Boards, and other concerned agencies and individuals.
16. Decide disputes, if any, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs.
17. Annually evaluate the Local Plan implementation and operations.
18. Undertake such additional activities as permitted under the Joint Powers Authority Agreement and Bylaws, California law and the Local Plan

SELPA Executive Council

The SELPA Executive Council shall consist of the superintendent/CEO of each participating LEA of the Desert/Mountain SELPA including Charter LEAs that are out of the geographic boundaries of the SELPA.

The SELPA Executive Council will provide input on and make decisions, as appropriate, for the operations of the Desert/Mountain SELPA, and act through and under the CA HELP JPA Governance Council.

Administration of the Local Plan

The SELPA Steering Committee

Each participating LEA shall appoint an appropriate administrator of special education programs to membership on the SELPA Steering Committee. The SELPA Steering Committee may be requested by the CA HELP JPA Governance Council to provide advice or assistance in other areas as needs are identified within the SELPA.

The SELPA Steering Committee meets on a regular basis. The SELPA Administrator serves as the Chairperson of the committee and is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting and additional documentation as needed to provide for informed decision making.

Responsibilities of the SELPA Steering Committee

The duties of the SELPA Steering Committee include, but are not limited to, the following:

1. Provide information and recommendations for the development, modification, and implementation of the Local Plan to the CA HELP JPA Governance Council.
2. Develop and implement forms and procedures for the identification, referral, assessment, IEP development, and special education service delivery to individuals with disabilities as established by the Local Plan.
3. Develop procedures and recommendations for programs and services for review, modification, and approval by the CA HELP JPA Governance Council.
4. Develop, review and/or modify an annual budget for SELPA operations, including Regional Services, Program Specialists and other SELPA administrative budgets prior to review, modification, and approval by the CA HELP JPA Governance Council.
5. Recommend and monitor staff development training programs, including parent education activities.
6. Provide recommendations for membership for the Community Advisory Committee.
7. Develop, review and/or modify the Annual Service Plan prior to adoption by the CA HELP JPA Governance Council.
8. Develop, review and/or modify the Annual Budget Plan prior to adoption by the CA HELP JPA Governance Council.

In addition to carrying out the responsibilities identified in the Local Plan, the SELPA Steering Committee may choose to form subcommittees to focus on special issues. Such subcommittees shall report to the SELPA Steering Committee, SELPA Executive Council or CA HELP JPA Governance Council, as appropriate.

The SELPA Finance Committee

Each participating LEA shall appoint an appropriate administrator of special education programs and/or an administrator who is knowledgeable in the area of special education finance to the SELPA Finance Committee. The SELPA Finance Committee meets on a regular basis. The SELPA Administrator serves as the chairperson of the committee and

is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting and additional documentation as needed to provide for informed decision making.

Responsibilities of the SELPA Finance Committee

The duties of the SELPA Finance Committee include, but are not limited to, the following:

1. Provide information and recommendations for the development, modification, and implementation of the SELPA funding allocation plan to the CA HELP JPA Governance Council.
2. Review and make recommendations to the CA HELP JPA Governance Council regarding decisions that impact the finances of local education agencies.
3. Develop, review and/or modify the Annual Budget Plan prior to adoption by the CA HELP JPA Governance Council.
4. Review, modify and recommend an annual budget for SELPA operations, including Regional Services, Program Specialists and other SELPA administrative budgets prior to review, modification, and approval by the CA HELP JPA Governance Council.

The SELPA Finance Committee may be requested by the CA HELP JPA Governance Council or SELPA Executive Council to provide advice or assistance in other areas as needs are identified within the SELPA.

In addition to carrying out the responsibilities identified in the Local Plan, the SELPA Finance Committee may choose to form subcommittees to focus on special issues. Such subcommittees shall report to the SELPA Finance Committee, SELPA Executive Council, or CA HELP JPA Governance Council as appropriate.

Distribution of Federal and State Funds

All federal and state special education funds shall be allocated to the SELPA Administrative Unit for distribution to local education agencies according to an approved Special Education Funding Allocation Plan. Any changes to the allocation of federal and state special education funds shall be made by the CA HELP JPA Governance Council as permitted under the Joint Powers Agreement and Bylaws, and California and Federal law..

Responsibilities for Distribution of Federal and State Funds

The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The CA HELP JPA Governance Council has been designated the authority to determine the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities. The Administrative Unit shall be responsible for the distribution of the funds according to an approved Special Education Funding Allocation Plan. The SELPA Administrator is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

The Finance Committee shall participate in the development of the Annual Budget Plan for review and approval by the CA HELP JPA Governance Council. The Annual Budget Plan shall be distributed to the local education agencies and the Community Advisory Committee upon approval by the CA HELP JPA Governance Council.

State and Federal funds are deposited from the San Bernardino County Treasury into the County School Service Fund (Administrative Unit), unless otherwise directed by the CA HELP JPA Governance Council. The SELPA provides an annual allocation plan to the Office of the San Bernardino County Superintendent of Schools for distribution of state and federal funds to the LEAs according to the approved schedule of disbursement.

Monitoring the Use of State and Federal Funds

Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

1. For the costs of special education and related services and supplementary aids and services provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more nondisabled children benefit from these services.
2. To develop and implement a fully integrated and coordinated services system.

The SELPA Administrator, with the assistance of the Steering Committee, the Finance Committee, and the Administrative Unit, shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the CA HELP JPA Governance Council through the Annual Budget Plan process.

The Desert/Mountain SELPA monitors the distribution and appropriate use of funds and

shares this information with the Steering/Finance Committees. When necessary, meetings are held with individual LEAs for the purpose of monitoring funds.

The Desert/Mountain SELPA is responsible for the preparation of program and fiscal reports requested by the State.

The SELPA Administrator shall be permitted to monitor the LEAs' special education program implementation to insure compliance in all areas including finance, service delivery and legal requirements.

If the SELPA Administrator, or designee, determines that an LEA is not compliant and/or not operating in a fiscally responsible manner, the SELPA Administrator may require that the responsibility for resulting costs be borne by the LEA or take such other action as may be required to remedy the matter. The LEA will have the right to appeal any such determination to the CA HELP JPA Governance Council. The decision of the CA HELP JPA Governance Council shall be final.

Procedures for Changes in the Governance Structure

Any changes in the governance structure of the Desert/Mountain SELPA, are subject to specific provisions of Education Code Sections 56140, 56195, et. seq., 56195.1 et. seq., and 56205 et. seq.

1. Any Local Education Agency may elect to pursue an alternative option from those specified in the Education Code Section 56195.1 by notifying the CDE, SELPA and County Superintendent at least one year prior to the date the alternative plan would become effective (E.C. 56195.3(b)).
2. Any alternative plan of an LEA is subject to the approval of the County Superintendent of the county which would have LEAs as participating agencies in the alternative plan (E.C. 56195.1).
3. Approval of a proposed alternative plan by the appropriate County Superintendent(s) must be based on the capacity of the LEA(s) to ensure that special education programs and services are provided to all children with disabilities (E.C. 56140(b)).
4. If the County Superintendent does not approve an alternative plan, the County office shall return the plan with comments and recommendations to the LEA(s). The LEA(s) participating in the alternative plan may appeal the decision to the Superintendent of Public Instruction (E.C. 56140(b)(2)).

5. Any alternative plan to be submitted by an LEA or group of LEAs currently participating in the Desert/Mountain SELPA must meet the standards established by the State Board of Education.

Request for SELPA Membership-LEAs and Charter Schools: E.C. 56203, 56203(b), 56203(c), 56207.5, 56207.5(a), 56207.5(b), 56207.5(c) and 56195.1(c)(2)(f)

A request by a Charter School to participate as a Local Education Agency (LEA) in the Desert/Mountain SELPA will not be treated differently from a similar request made by an LEA. In reviewing and approving a request by an LEA or Charter School to participate as an LEA, the following requirements shall apply:

1. The LEA or Charter School shall participate in State and Federal funding for special education and the allocation policy adopted by the CA HELP JPA Governance Council in the same manner as other participating LEAs of the SELPA.
2. The LEA or Charter School shall participate in the governance of the SELPA in the same manner as other LEAs of the SELPA.
3. The approval of additional members to the Desert/Mountain SELPA by the CA HELP JPA Governance Council shall follow guidelines as specified in the Policy and Procedure Manual.

In the event of lack of agreement among Governance Council members regarding the participation of members in the Desert/Mountain SELPA, it shall be the responsibility of the SELPA Administrator to resolve the conflict. If the conflict regarding the participation of members in the Desert/Mountain SELPA cannot be resolved satisfactorily, the issue may be appealed to the CA HELP JPA Governance Council for a hearing on the matter. The decision of the CA HELP JPA Governance Council shall be final.

**Description of the Responsibilities of Each Participating LEA Governing Board and County Office in the Policy Making Process
E.C. 56205(a)(12)(D)(i-ii) and 56195.1**

B. General Description

The CA HELP JPA Governance Council comprised of three (3) representatives from Desert/Mountain Special Education Local Plan Area, two (2) representatives from Desert/Mountain Charter Special Education Local Plan Area, and two (2) representatives from Desert/Mountain Children's Center (as appointed by the Desert/Mountain Special Local Education Plan Area). has indicated its strong preference for a decentralized structure that would keep as many children as possible appropriately served in their LEA of enrollment. It is felt that only when there is convincing evidence that a service is more economically feasible on a regional level would service be provided outside of the local LEAs. Leaving most programs with local LEAs will ensure their responsiveness to local interests and values; minimize transportation; encourage inclusion; and reduce duplication of administrative and service costs.

Smooth and efficient implementation and operation of the Local Plan continues to be a priority of the Steering Committee, which is composed of Special Education Administrators of each participating LEA and the Area Director of the San Bernardino County Superintendent of Schools Office. This structure facilitates the development of an efficient management process that will allow control, direction, and management of the various activities required by the Local Plan.

Responsibilities of Participating Local Education Agencies

Local Education Agencies, in adopting the completed Local Plan, agree to carry out the duties and responsibilities assigned within the plan, or which may be designated at a later date through agreement of the participating agencies. Participating agencies may also enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

Each LEA shall ensure that children with disabilities are educated with children who are nondisabled to the maximum extent appropriate. Removal of children with disabilities from the regular educational environment shall occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. It is recognized, however, that some students have educational needs so unique that it is not possible to meet those needs in their neighborhood schools or within their home LEAs. As a result, some students will need to receive services from other LEAs within the SELPA or through additional contractual

arrangements with LEAs outside of the SELPA. Each LEA shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of enrollment. Such cooperation ensures that a range of program options is available throughout the Desert/Mountain SELPA.

In the event of a conflict regarding the responsibility of specific LEAs for the provision of services to children with disabilities, it shall be the responsibility of the SELPA Administrator to resolve the conflict. If the conflict regarding the responsibility of specific LEAs for the provision of services to students with disabilities cannot be resolved satisfactorily, either party to the dispute may appeal the decision of the SELPA Administrator to the CA HELP JPA Governance Council for a hearing on the matter. The decision of the CA HELP JPA Governance Council shall be final.

Withdrawal from the SELPA (Education Code 56195.3(b))

Each participating LEA will cooperate with the county office and other LEAs in the SELPA in planning its option under EC 56195.1 and notify the department, impacted special education local plan areas, and participating county offices of its intent to elect an alternative option at least one fiscal year prior to the proposed effective date of the implementation of the alternative plan. Any such plan will be submitted to the county office for review in accordance with guidelines approved by the CA HELP JPA Governance Council.

Any LEA initiating a proposal to withdraw from the SELPA shall bear the total cost of consultants retained to provide a thorough analysis of legal or fiscal implications caused by such proposed action. In addition, any due process costs associated with a withdrawal from the Desert/Mountain SELPA shall be born entirely by the LEA initiating the change.

Local Education Agency Governing Boards

The Boards of Education of the LEAs and the elected Superintendent of the Office of the County Superintendent of Schools, in representing the involved communities, have overall responsibility for implementation and operation of the Local Plan. Policymaking responsibilities are fulfilled by the County Superintendent and local boards' review/approval of the Local Plan.

All LEA Boards of Education and the Superintendent of the Office of the San Bernardino County Superintendent of Schools shall have responsibility for the final approval of the Local Plan for special education and significant revisions of that Local Plan. Additionally, they shall have final approval of the appointment of parents in their

communities to serve on the Community Advisory Committee.

Responsibilities of Local Education Agency Governing Boards

Additional responsibilities include:

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the LEA.
2. Operate local programs consistent with applicable State and Federal laws and regulations and SELPA-adopted policies and procedures and the SELPA Local Plan.
3. Develop and adopt policies for the operation of the LEA, which are consistent with those of the SELPA and which promote access to appropriate programs and services for all children with disabilities.
4. Provide suitable housing for special education programs maintained by the LEA.
5. Review and approve the Desert/Mountain SELPA Local Plan for Special Education prior to approval by the State Board of Education.
6. By approving the Local Plan, enter into an Agreement for Participation with other local education agencies participating in the plan, for the purpose of the delivery of regional services and programs as appropriate.
7. Participate in the governance of the Desert/Mountain SELPA through their designated representatives to the CA HELP JPA Governance Council. The governing boards provide the CA HELP JPA Governance Council with the authority to act as the board designee to approve and amend policies as necessary.
8. Appoint members to the Community Advisory Committee.

Local Education Agency Superintendents/CEOs

The LEA superintendent/CEO represents the LEA as a member of the Desert/Mountain SELPA Board of Directors and provides a liaison function between the LEA governing board and the SELPA Board of Directors. The LEA superintendent/CEO provides leadership within the LEA in support of special education programs.

Responsibilities of the LEA Superintendents/CEOs

1. Provide leadership within the Local Education Agency in support of special education programs.
2. Represent the Local Education Agency as a member of the SELPA Executive Council and CA HELP JPA Governance Council if appointed.
3. Act as a liaison between the governing board of the Local Education Agency and the SELPA Executive Council and CA HELP JPA Governance Council if appointed, transmitting suggestions for the development and/or changes of policy to the CA HELP JPA Governance Council and vote upon such matters in accordance with direction from the Local Education Agency governing boards.
4. Advise the Local Education Agency governing boards of policies adopted by the CA HELP JPA Governance Council and provide the governing boards with copies of such policies.
5. Recommend the adoption of Local Education Agency Special Education policies to the governing boards.
6. Annually recommend to the governing board the modifications of Local Education Agency special education programs, which are necessary to meet the changing needs of the students, to be included in the required Annual Service and Budget Plans submitted to the SELPA.

Local Education Agency Special Education Administrators

The LEA Special Education Administrators are responsible for the operation of Local Education Agency programs to ensure that all eligible children with disabilities receive appropriate services.

Responsibilities of the LEA Special Education Administrators

The responsibilities of LEA Special Education Administrators include:

1. Advise the SELPA Administrator and the CA HELP JPA Governance Council regarding the status, accomplishments and needs of special education programs operated within the Local Education Agencies.

2. Provide leadership and support through interdistrict relationships to implement the Local Plan, including any regionalized programs and services.
3. Act as liaison with parents, community resources, other Local Education Agencies, the SELPA Administrator, and the CA HELP JPA Governance Council.
4. Coordinate and facilitate the day-to-day participation of LEA special education personnel and utilize other available LEA resources to improve special education services in accordance with the provisions of the Local Plan and decisions made by the CA HELP JPA Governance Council.
5. Provide technical advice and assistance to the CA HELP JPA Governance Council and the SELPA Administrator.
6. Gather, interpret, and report data regarding the implementation, administration and operation of the Local Plan.
7. Coordinate and facilitate the provision of Local Education Agency special education services in accordance with the provisions of the Local Plan and decisions made by the CA HELP JPA Governance Council.
8. Advise the SELPA Administrator of the annual program needs of the Local Education Agency to be considered in the development of the annual budget plan and the annual service plan and recommend programs and services to be considered for inclusion in the Regional Services Program budget.

**Implementation of Administrative Functions (Education Code 56195(b)(3)(c)(2),
56195.1, 56205 (a)(12)(D)(ii), 56205(a)(12)(D)(ii)(IV))**

C. Designation of the Responsible Local Agency

The Office of the San Bernardino County Superintendent of Schools is designated as the Responsible Local Agency (RLA) for the Desert/Mountain SELPA. The Governance Council may, in its discretion, change the RLA as permitted under the Joint Power Agreement, Bylaws, Local Plan and California law.

Responsibilities of the RLA

The RLA shall be responsible for functions as specified under E.C. 56195.1(c)(2) such as, but not limited to:

1. Receipt and distribution of regionalized services funds as approved by the CA HELP Governance Council. An overall budget for all special education services and programs for the Special Education Local Plan Area shall be prepared under the direction of the Special Education Local Plan Area Administrator. The Executive Council, Steering Committee, and Finance Committee shall also provide assistance in the development of the annual income and expenditure budgets for the Special Education Local Plan Area. The budget shall be submitted to the CA HELP JPA Governance Council by the Special Education Local Plan Area Administrator for review and approval.
2. Provision of administrative support.
3. Coordination and implementation of the Local Plan.
4. Receipt and distribution of special education funds to LEA accounts for the operation of special education programs and services according to the Special Education Funding Allocation Plan approved by the CA HELP JPA Governance Council.
5. Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
6. The employment of staff as designated by the CA HELP JPA Governance Council to support SELPA functions.

The Desert/Mountain SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

Selection, Employment and Evaluation of the SELPA Staff

The governing boards of each of the participating local education agencies agree to invest the CA HELP JPA Governance Council with the responsibility of designating an appropriate agency as the Responsible Local Agency (RLA) for the administration of the Local Plan and its implementation. The boards assure that the CA HELP JPA Governance Council shall identify the need for and designate the positions necessary for the operation of the SELPA functions according to this policy.

The Special Education Local Plan Area Administrator shall be responsible for recommending the employment of SELPA personnel to carry out those functions described in the Local Plan.

The CA HELP JPA Governance Council shall be responsible for designating the staff to support the functioning of the SELPA. In reviewing and approving the SELPA budgets on an annual basis, the CA HELP JPA Governance Council designates the staffing for the SELPA office upon recommendation of the SELPA Administrator.

SELPA staff shall be employed by the Responsible Local Agency and supervised by the SELPA Administrator according to the Responsible Local Agency's policy and practices. The SELPA Administrator shall use a selection process that is in accordance with the law and personnel policies of the Responsible Local Agency.

Special Education Local Plan Area employed personnel shall be subject to the administrative procedures and policies in operation within the San Bernardino County Superintendent of Schools Office, including, but not limited to, hiring, supervision, evaluation and discipline. In addition, contract negotiations shall follow County established procedures for all applicable Special Education Local Plan Area employed personnel.

SELPA Administrator

The fundamental role of the SELPA Administrator is to provide leadership and facilitate the decision making process regarding the implementation of the Local Plan. The SELPA Administrator's role includes the provision of information, specific services identified by the CA HELP JPA Governance Council, technical assistance, leadership and arbitration. It is the SELPA Administrator's responsibility to represent the interests

of the SELPA as a whole without promoting any particular local education agency's interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the SELPA Administrator's responsibility to mediate a reasonable resolution of the issue(s).

The CA HELP JPA Governance Council shall be responsible for the selection, direction, discipline and evaluation of the SELPA Administrator. The CA HELP JPA Governance Council shall be assisted in the hiring and selection process by the Responsible Local Agency.

The SELPA Administrator is subject to the RLA's policies and procedures for day-to-day operations, but receives direction from, and is responsible to, the CA HELP JPA Governance Council. The SELPA Administrator is evaluated by a joint committee comprised of the Chair of the CA HELP JPA Governance Council and at least two other superintendents/CEOs from the CA HELP JPA Governance Council. The evaluation is confirmed by a vote of the CA HELP JPA Governance Council.

The SELPA Administrator shall have responsibility for the coordination of all Special Education Local Plan Area activities.

Responsibility of the SELPA Administrator

The Desert/Mountain SELPA Administrator shall serve as the chief administrator of the SELPA to coordinate the implementation of the Local Plan for Special Education on behalf of participating LEAs including the following:

1. Provide overall coordination of the Local Plan implementation.
2. Provide leadership for Special Education within the Desert/Mountain SELPA.
3. Serve as the Executive Secretary to the CA HELP JPA Governance Council; as Secretary the Administrator shall:
 - a) prepare and handle the CA HELP JPA Governance Council's meeting agenda;
 - b) prepare and handle the CA HELP JPA Governance Council;s meeting minutes;
 - c) handle and care for all Special Education Local Plan Area and CA HELP JPA Governance Council's records and documents (records custodian); and
 - d) prepare a tentative calendar of the CA HELP JPA Governance Council's meetings for the ensuing year for the consideration of the CA HELP JPA Governance Council at a regular meeting in early Spring.
4. Initiate proposed policies for adoption by the CA HELP JPA Governance Council.
5. Report, on an annual basis, the status of the Local Plan implementation.

6. Develop the annual income and expenditure budgets for the Special Education Local Plan Area.
7. Develop and implement procedures for operation within the Special Education Local Plan Area.
8. Serve as the Chairperson of the Steering Committee.
9. Serve as the Chairperson of the Finance Committee.
10. Serve as the Chairperson of Ad Hoc Committees as designated by the CA HELP JPA Governance Council.
11. Evaluate Special Education Local Plan Area staff, as appropriate.
12. Serve as an ex officio member of the Community Advisory Committee, including the responsibility to respond to items and concerns of that group.
13. Represent the SELPA on the Region 10 Coordinating Council.
14. Review special education forms to assure compliance with the law.
15. Coordinate the compliance review process.
16. Coordinate development of fiscal policies and administer the utilization of the SELPA "X-Pot".
17. Implement the regionalized services of the SELPA:
 - a) Administer staff development programs.
 - b) Coordinate program review.
 - c) Supervise data collection, information management and reporting.
 - d) Coordinate curriculum and program development.
 - e) Coordinate ongoing monitoring of Local Plan implementation through program review.
 - f) Coordinate ongoing comprehensive evaluation of special education programs.
 - g) Assign, supervise and evaluate Program Specialists and other SELPA staff.
 - h) Other matters related to the representation and operation of the SELPA.
18. Assist in the development of the annual budget plan and annual SELPA operations budget.
19. Allocate and distribute funds to LEAs for the operation of special education programs and services in accordance with policy.
20. Coordinate the funds for low incidence services, equipment and materials in accordance with established procedures.
21. Complete reports for the Desert/Mountain SELPA and individual LEAs in accordance with State priorities criteria, and Education Code Sections 56220(c)(1), 56368, 56780.
22. Apply for discretionary funds and other grants that become available to the Desert/Mountain SELPA.
23. Monitor the appropriate use of federal, state, and local funds allocated for special education programs. [56205 (a)(12)(D)(ii)(IV)]
24. Prepare and submit to the State Department of Education all reports required for the Desert/Mountain SELPA. [56205(a)(12)(D)(ii)(V)]

25. Develop and coordinate the implementation of agreements and contracts with nonpublic schools and agencies providing services to students with disabilities.
26. Develop and coordinate the implementation of agreements with other SELPAs and agencies.
27. Provide for the ongoing evaluation of the effectiveness of special education programs and services and identify special education program and service needs for the Desert/Mountain SELPA.
28. Request input from the LEAs regarding regionalized and program specialist services.
29. Coordinate and facilitate the establishment of Desert/Mountain SELPA standards, procedures, processes and regulations for the implementation of the Local Plan.
30. Provide technical assistance to LEAs in due process and complaint procedures and represent or designate appropriate personnel to represent the SELPA in due process and complaint procedures.
31. Act as a liaison between and among the Desert/Mountain SELPA, the State Department of Education, the CA HELP JPA Governance Council, the SELPA Executive Council, the SELPA Steering Committee, the Community Advisory Committee, Federal Departments and elected government officials.
32. Update the CA HELP JPA Governance Council, the SELPA Executive Council, the SELPA Steering Committee and the SELPA Finance Committee on legislative changes, proposals, trends, and related concerns.

SELPA Staff

The CA HELP JPA Governance Council shall be responsible for designating the staff to support the functioning of the SELPA. In reviewing and approving the SELPA budgets on an annual basis, the CA HELP JPA Governance Council designates the staffing for the SELPA Office upon recommendation of the Steering Committee.

SELPA staff shall be employed by the Administrative Unit and supervised by the SELPA Administrator according to the Administrative Unit's policy and practices. The SELPA Administrator shall use a selection process that includes representation from the SELPA, and the Steering Committee and other LEA and/or community representatives as appropriate.

Program Manager-Individual Protections

The description of due process procedures in Education Code Sections 56500 – 56509, for purposes of Code of Federal Regulations, 34 C.F.R. 300.500 – 300.520, is hereby included in the Local Plan by reference.

The Program Manager-Individual Protections assists and/or conducts the procedures involved in due process hearings, complaints, and investigations for all participating LEAs within the SELPA including LEAs that are out of geographic boundaries. Inherent to this assignment is dissemination of information and initiation of procedures that ensure compliance with all parent/child rights and requirements. These include availability of parent/child rights notices, equal access to programs, correction of identified program/service problems, and compliance with mandated timelines for assessment and placement of children.

Responsibilities of the Program Manager-Individual Protections

The responsibilities of the Program Manager-Individual Protections shall include but not be limited to:

1. Coordinate Inter/Intra-SELPA program placements.
2. Develop, review and revise interagency agreements.
3. Coordinate consultant/expert witness contracting.
4. Negotiate contracts and coordinate services, oversight and evaluation of nonpublic schools.
5. Negotiate contracts and coordinate services, oversight and evaluation of private services/nonpublic agencies (NPA).
6. Coordinate independent educational evaluations.
7. Develop, review and revise compliance procedures within all SELPA participating LEAs, including those that are out of geographic boundaries.
8. Advise LEAs, including those that are out of geographic boundaries, regarding compliance procedures and changing legislation.
9. Assist LEAs, including those that are out of geographic boundaries, in complaint/mediation procedures.
10. Represent LEAs, including those that are out of geographic boundaries, in due process proceedings as appropriate.
11. Coordinate legal assistance and representation for participating LEAs, including those that are out of geographic boundaries.

Any LEA failing to adhere to SELPA advice regarding state and federal law relative to the IEP development process shall bear any and all subsequent due process or private contracting costs associated with said independent actions. The Desert/Mountain SELPA notification of fiscal responsibility shall be in the form of a written formal memo directed to the LEA special education administrator with a copy to the superintendent/CEO.

Any LEA wishing to appeal this decision by the SELPA Administrator shall request the matter be placed on the agenda at a SELPA Steering Committee meeting with a subsequent recommendation to the CA HELP JPA Governance Council for final action.

All contacts with SELPA-retained attorneys or legal consultants shall be made only after approval of the SELPA Administrator, or designee. Any LEA initiating contact with a legal advisor without prior approval will bear the cost of the contract.

Program Manager-Regional Services

The Program Manager-Regional Services interacts with all LEAs, including those that are out of geographic boundaries, to determine staff development needs, initiates training activities/programs, and manages resources available to support staff development training and transition services for all individuals who are responsible for special education and for youth with disabilities. Activities are initiated through the SELPA Steering Committee as well as with various teacher/administrator groups.

Responsibilities of the Program Manager-Regional Services

The responsibilities of the Program Manager-Regional Services shall include but not be limited to:

1. Coordination of program specialist services.
2. Coordination of SELPA personnel development activities.
3. Develop, facilitate, implement and evaluate SELPA staff development programs.
4. Facilitate the alignment of curriculum between special education and general education.
5. Evaluate the effectiveness of programs for students with disabilities.
6. Coordinate the implementation of grant and contract funded services to students with disabilities.

Fiscal and Budget Management Services

The Desert/Mountain SELPA shall provide for fiscal and budget management services in order to coordinate and monitor the receipt and distribution of federal and state funds for special education. This person performs the business management functions of the SELPA and acts as a fiscal consultant to participating LEAs, including those that are out of geographic boundaries, regarding special education funding issues. These services include analysis of expenditure and program data to improve the efficiency and effectiveness of special education programs as well as the analysis of the impact of legislative proposals on LEA and SELPA budgets.

Responsibilities of Fiscal and Budget Management Services

Fiscal and Budget Management Services include, but are not limited to:

1. Develop, review and administer the fiscal and accounting functions of the SELPA.
2. Prepare Special Education fiscal and accounting reports required by the state.
3. Develop and recommend funding allocation models for the equitable distribution of special education revenues.
4. Plan, organize and implement the budget development process.
5. Prepare multi-year revenue and expenditure forecasts and trend analysis.
6. Analyze, review and recommend fiscal implications in response to legislative proposals and demographic trends.
7. Analyze and interpret statistical and financial information related to special education revenue and expenditure data.
8. Develop, review and recommend strategies for the reduction of LEA encroachment and the efficient operation of special education programs.
9. Monitor the distribution and utilization of special education funds according to the approved SELPA funding allocation plan and the Annual Budget Plan for the LEAs, including those that are out of geographic boundaries.

Program Specialists

The program specialists are employed by the RLA for employment purposes, and serve the SELPA under the direction of the SELPA Administrator. The CA HELP JPA Governance Council designates the number and type of specialists upon recommendation of the Executive Council and Steering Committee and approves the SELPA budget for its expenditures.

Qualifications of Program Specialists

A program specialist shall hold a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization and have advanced training and related experience in the education of students with disabilities and a specialized in-depth knowledge in preschool disabilities, career vocational development, or one or more areas of major disabling conditions.

Responsibilities of Program Specialists

The governing boards of the local education agencies identify the importance of employment of program specialists to provide unique and necessary services to LEAs and to students in the SELPA, including those that are out of geographic boundaries. Program specialists shall provide the following services:

1. Observe, consult with, and assist, in accordance with local education agency procedures, special education teachers and support staff, including those that are out of geographic boundaries.
2. Plan programs, coordinate curricular resources and share in the evaluation of the effectiveness of programs for children with disabilities, including those that are out of geographic boundaries.
3. Assist with local education agency staff development, program development and innovation of special methods and approaches.
4. Provide coordination, consultation and program development in one or more specialized areas of expertise.
5. Upon request, participate in IEP team meetings, including those that are out of geographic boundaries, where technical assistance is needed.
6. Assist in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations

as well as programs and appropriate interventions available throughout the SELPA.

7. Assist LEAs, including those that are out of geographic boundaries, in the determination of appropriate special education programs and services to ensure that students with disabilities have full educational opportunities regardless of the district of residence.
8. Assist in developing training for parents and members of the Community Advisory Committee.
9. Provide staff development training and technical assistance for general and special education teachers, administrators, support staff and parents, including those that are out of geographic boundaries.
10. Assist as a liaison to various community agencies such as Department of Behavioral Health, Department of Human Services, Inland Regional Center, California Children's Services, and the Probation Department including those that are out of geographic boundaries.

Regionalized Services and Operations
E.C. 56205(a)(12)(B) and 56368.23

The SELPA Administrator, in coordination with participating LEAs, including those that are out of geographic boundaries, implements the Local Plan including the following regional services and operations:

1. Coordination of the SELPA and the implementation of the Local Plan.
2. Coordination of a system of identification and assessment.
3. Coordination of a system of procedural safeguards.
4. Coordination of general and special education personnel development opportunities and parent education.
5. Coordination of a system of curriculum development and alignment with the core curriculum.
6. Coordination of a system of internal program review, evaluation of the effectiveness of the Local Plan, and implementation of a Local Plan accountability mechanism.
7. Coordination of a system of data collection and management to facilitate State and Federal reporting requirements.
8. Coordination of interagency agreements.
9. Coordination of services to medical facilities.
10. Coordination of services to licensed children's institutions and foster family homes.
11. Preparation and transmission of required special education local plan area reports, including program and fiscal reports.
12. Fiscal and logistical support of the Community Advisory Committee.
13. Coordination of transportation services for children with disabilities.
14. Coordination of career, vocational education and transition services.
15. Assurance of full educational opportunity.
16. Fiscal administration and the allocation of State and Federal funds.
17. Direct instructional support provided by program specialists.
18. Direct support provided by clinical counselors.
19. Providing for Continuing Education Units.
20. Coordination of the distribution and assignment of specialized equipment and services for students with low incidence disabilities.
21. Preparation and coordination of contracts for nonpublic school and nonpublic agency services.
22. Representation on the Region 10 Coordinating Council.

Dispute Resolution (Education Code 56205(b)(5))

In the event of a disagreement regarding the distribution of funding, responsibility for service provision and any other governance activities specified within the Local Plan, it is the intent of the CA HELP JPA Governance Council that issues be resolved at the lowest level possible in the governance structure outlined in the Local Plan. The CA HELP JPA Governance Council is considered to be the board of last resort. This policy is intended to resolve disagreements within a period of 45 days, but is not intended to undermine local authority.

If a LEA, including those that are out of geographic boundaries, disagrees with a decision or practice of another agency or the SELPA Office that LEA has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties, directly involved. The parties involved will present the issues to their respective superintendent/CEO, or designees, who will attempt to resolve the matter. Either party may request the direct assistance of the SELPA Administrator, or his/her designee, or the services of a neutral mediator from outside the SELPA. In the event the issue cannot be resolved either party may request review by the SELPA Executive Council, Steering Committee, or SELPA Finance Committee as appropriate. If the issue cannot be resolved with the recommendation of the SELPA Executive Council, SELPA Steering Committee, or SELPA Finance Committee, either party may request that the issue be placed on the agenda of the CA HELP JPA Governance Council for a hearing on the issues and ultimate resolution. The decision of the CA HELP JPA Governance Council shall be final.

**Community Advisory Committee (CAC)
Public Participation/Certification
E.C. 56205(a)(12)(C)**

D. Selection of the Community Advisory Committee

Each participating LEA, including those that are out of geographic boundaries, shall appoint representatives to the Community Advisory Committee (CAC) for the purpose of: advising the SELPA Administrator regarding the development, amendment and review of the Local Plan; recommending annual priorities to be addressed by the plan; assisting in parent education; encouraging community involvement; and fulfilling such other responsibilities as designated in the Local Plan. Each CAC representative shall be responsible to the governing board of their respective LEA. All areas of responsibility related to the Local Plan shall be implemented through regularly scheduled meetings of the Community Advisory Committee. Representatives from out of geographic charter schools will participate in CAC activities through video or telephone conferencing.

Procedures for CAC Appointment

The CAC shall be composed of members approved by their participating LEA governing board. At least fifty-one percent of the members shall be parents of students with disabilities.

Members shall include the following:

1. Parents – A majority of the CAC membership is composed of parents of students enrolled in LEAs participating in the Local Plan, including those that are out of geographic boundaries. A majority of these parent members shall be parents of students with disabilities.
2. School Personnel – School related members of the CAC include general education classroom teachers, special education classroom teachers and other school personnel.
3. Students with disabilities enrolled in special education programs.
4. Representatives of public and private agencies.
5. Others – Persons concerned with students with disabilities.
6. One member shall be appointed by the SELPA Steering Committee

Responsibilities of the Community Advisory Committee

The Community Advisory Committee shall serve in an advisory capacity to the Desert/Mountain SELPA and shall act to:

1. Improve communications among students with disabilities, their parents/guardians and LEA staff.
2. Increase public awareness and understanding of the unique educational needs of students with disabilities by communicating with LEAs, SELPA, and legislative staff members.
3. Advise local, county, and state officials of the development, operation and review of the plan.
4. Provide a support group and forum for students with disabilities and their parents/guardians where they may express their needs and concerns regarding their children's education.
5. Conduct parent orientation, education training programs for individuals or groups as a means of increasing support for improved educational opportunities for all students.
6. Advise the SELPA Administrator and Steering Committee regarding the development and review of the Local Plan and review of programs under the Local Plan.
7. Make recommendations on annual priorities to be addressed under the Local Plan to the Steering Committee.
8. Assist in parent education and training. Recruit parents and other volunteers who may contribute to the implementation of the Local Plan.
9. Encourage public involvement in the development and review of the Local Plan.
10. Act in support of students with disabilities. Serve as liaison between the SELPA Administrator and the local communities.
11. Encourage regular attendance in all school programs. Assisting in parent awareness of the importance of regular school attendance.

12. Submit an annual written report to the SELPA Administrator and the Steering Committee regarding progress of CAC projects.
13. Submit an annual written report to the SELPA Board. Apprise the CA HELP JPA Governance Council, as needed, on matters of community concern.
14. Become familiar with the laws pertaining to special education and students with disabilities.
15. Other duties and responsibilities as assigned by the CA HELP JPA Governance Council.

CHAPTER III

LITERACY POLICY

READING LITERACY

The Desert/Mountain SELPA and participating LEAs are committed to the improvement of educational results for all students including those who require special education. The Desert/Mountain SELPA shall ensure that special education students will actively participate in the California Reading Initiative to the maximum extent appropriate and in the least restrictive environment. In order to support this initiative, the Desert/Mountain SELPA shall provide and/or facilitate staff development opportunities for special education instruction staff (as evidenced by annual professional development calendars) in at least the following areas of literacy:

- Information about current literacy and learning research
- State-adopted curriculum standards and frameworks
- Research-based instructional strategies for teaching reading to a wide range of diverse learners in order to improve literacy and increase participation of students with disabilities in statewide assessments.

Full access shall be afforded to students with disabilities to all required core curriculum including state-adopted core curriculum textbooks and supplementary textbooks, as well as instructional materials and support in order for students with disabilities to attain higher standards in reading.

The reading literacy policy applies to all LEAs, including those that are out of geographic boundaries.

CHAPTER V
POLICIES / ADMINISTRATIVE REGULATIONS

The Desert/Mountain SELPA has adopted Policies and Administrative Regulations as outlined on the list on page 49. The Policies set forth in full within this document are included to fulfill local plan document requirements.

Desert/Mountain SELPA Policies

- Chapter 1: Identification and Referral
- Chapter 2: Evaluation and Assessment
- Chapter 3: Eligibility Criteria
- Chapter 4: Instructional Planning and the Individualized Education Program (IEP)
- Chapter 5: Supports and Services: A Continuum of Options
- Chapter 6: Student Promotion and Retention
- Chapter 7: Procedural Safeguards
- Chapter 8: Uniform Complaint Procedures
- Chapter 9: Transition Services
- Chapter 10: Positive Behavioral Interventions
- Chapter 11: Suspension and Expulsion
- Chapter 12: Interagency Agreements
- Chapter 13: Low Incidence Funding
- Chapter 14: State Special Schools
- Chapter 15: Student Records
- Chapter 16: State and District Assessment Programs
- Chapter 17: Other Public Education Program
- Chapter 18: Nonpublic Schools and Agencies
- Chapter 19: Private Schools Services
- Chapter 20: Provision of Healthcare Services
- Chapter 21: Civil Rights Protections and 504 Accommodations
- Chapter 22: Personnel Development
- Chapter 23: Guidelines for the Provision of Special Education Services in Charter Schools
- Chapter 24: Fiscal Allocation Plan
- Chapter 25: Guidelines for Independent Educational Evaluations (IEEs)

VI. ATTACHMENTS

- a. List of Members of the Desert/Mountain SELPA – 2014Page 51

Attachment A

Participating Local Education Agencies

- Academy for Academic Excellence Charter School
- Adelanto Elementary School District
- Apple Valley Unified School District
- Baker Valley Unified School District
- Barstow Unified School District
- Bear Valley Unified School District
- Excelsior Charter School
- Explorer Elementary School
- Health Sciences Middle
- Health Sciences High and Middle College Charter School
- Helendale Elementary School District
- Hesperia Unified School District
- High Tech High
- High Tech International
- High Tech High Media Arts
- High Tech Middle Media Arts
- High Tech Middle School
- High Tech High Learning Statewide Benefit Charter School*
- Lucerne Valley Unified School District
- Needles Unified School District
- Norton Space and Aeronautics Academy Charter School
- Oro Grande Elementary School District
- San Bernardino County Superintendent of Schools
- Silver Valley Unified School District
- Snowline Joint Unified School District
- Trona Joint Unified School District
- Victor Elementary School District
- Victor Valley Union High School District

*High Tech High Statewide Benefit Charter School sites:

- High Tech High Chula Vista
- High Tech High Chula Vista Elementary
- High Tech High Chula Vista Middle
- High Tech High North County
- High Tech High Middle North County
- High Tech High Elementary North County